



**College &  
Career for  
All Fund**

Established by Measure N



**OAKLAND UNIFIED  
SCHOOL DISTRICT**

*Community Schools, Thriving Students*

# Castlemont High School

## 2024-2025 Measure Education Improvement Plan Presentation



Presented to Measures N and H Commission

April 24, 2024

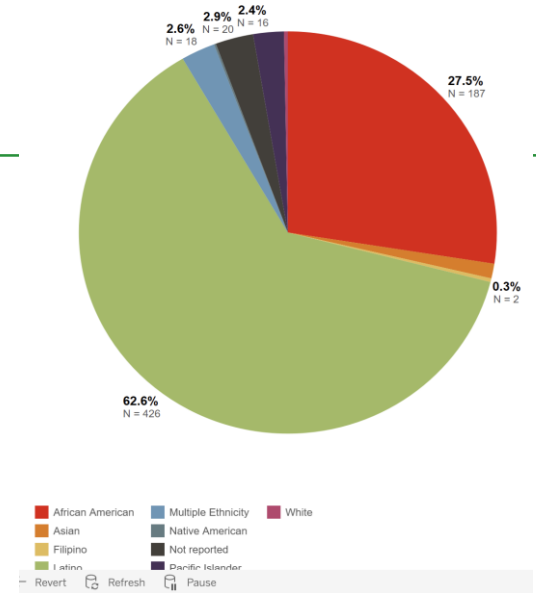
[www.ousd.org](http://www.ousd.org)



@OUSDnews

# Castlemont Overview

- Castlemont serves 725-770 students from grades 9-12
- Graduation requirements are aligned with A-G requirements as well as our graduate profile
- 5 SLCs: International, 9th Grade, SUDA, CHEA, 12th Grade



**Our Mission:** Castlemont High School's mission is to create a safe, healthy, inclusive, and engaging learning experience that prepares all of our students for college, career and community. Our Sustainable Urban Design and Community Health Equity academies make education relevant through authentic, community-centered action research, interdisciplinary projects and work-based learning. Partnering with the community provides our students with opportunities to positively transform their surroundings and increase their social awareness and civic responsibility as they develop into critical thinkers, problem solvers and community leaders.

# Snapshot: Graduation and Post Secondary

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## **A-G**

- GRADUATION **91%** of our Seniors graduated last year (137/151) up from 82%
- CTE: 60% of students during the 22/23 school year participated in a CTE program

## **Post High School Transitions**

- 46 Seniors are enrolled in 1 college unit of General Work Experience college credit for work and internships through BCC and over 100 Seniors participated in at least one Postsecondary Transition Workshop at BCC
- 86% of Seniors from the class of 2023 completed Financial Aid (no data yet for Class of 2024)
- 54 Students applied to CSU

## **Dual Enrollment (C OR HIGHER):**

- 91% Pass Rate 22-23
- 73 students participated in DE in Fall 23-24 up from 53 in Fall 22-23

## **Post Secondary Plan(s)**

- For the Class of 2023, 132/151 (87%) had a postsecondary transition plan and took steps towards completing that plan before they graduated

## **Work Based Learning**

- 300 students participating in Castleworks Paid internships

# Focal Student Highlight: AA Males

OK Program

My Other Brother

AA Male Advisory Classes

Focal work with Transition Specialist

- UCSF Children's Hospital Black Male Doctors and Practitioners
- Visit to Fire Station 20 on 98th and International
- Black Professionals in Public Health Panel
- Focus on Black boys for EMS, EMT, Fire Explorers



# Our Pathway Experiences

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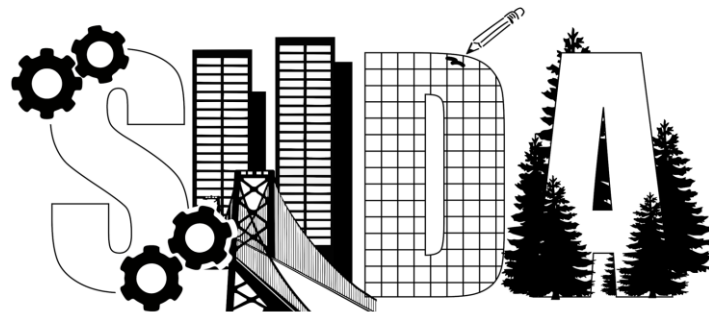
## Community Health Equity Academy (CHEA)



*Community Health Equity Academy*

**Aligned CTE Industry Sector:**  
Community and Public Health

## Sustainable Urban Design Academy (SUDA)



Sustainable Urban Design Academy

**Aligned CTE Industry Sector:**  
Architecture, Engineering and Design

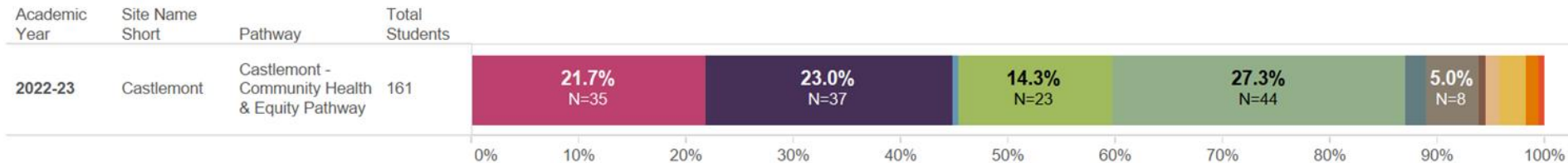
# CHEA Pathways Enrollment

## Pathway/SLC Demographics

Select Academic Year: 2022-23  
 Select School: Castlemont  
 Select Pathway/SLC: Castlemont - Com..  
 Select Grade Level: Multiple values  
 View by Subgroup: Ethnicity-Gender  
 Select Subgroup: All



## Pathway by Ethnicity-Gender - Grade 10, 11, 12



# Public Health - Activism Day



**Identifies one of the many ways to promote activism (Tabling)**

**Students identify solutions to address health disparities in their community based on the Alameda County Community Needs Assessment**

**Students;**

- Research and provide recommendations
- Create brochures in (Canva)
- Tabling to the Castlemont community



# Public Health - Career & Technical Education Day



**Career & Technical Education Day allows student to explore multiple careers in the healthcare field**

**Students explore careers Like;**

- Orthopedic Technician
- Emergency Medical Technician
- Phlebotomy
- Radiology Technician



# Air Quality & Climate Justice - Box Fan Project



The AQCJ Project engages student in using both a social justice lens and STEM reasoning to address the issues surrounding the climate change phenomena

Students identify and provide solutions to the;

- Inequalities in health outcomes (neighborhood-scaled)

Students also engage in hands-on modeling activities related to climate change and provide practical solutions to the problem in their community

# CHEA Student Reflection



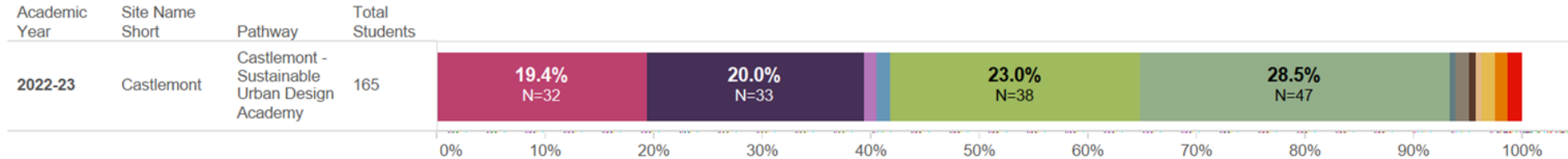
# SUDA Pathways Enrollment

## Pathway/SLC Demographics

Select Academic Year: 2022-23  
 Select School: Castlemont  
 Select Pathway/SLC: Castlemont - Sust..  
 Select Grade Level: Multiple values  
 View by Subgroup: Ethnicity-Gender  
 Select Subgroup: All



## Pathway by Ethnicity-Gender - Grade 10, 11, 12



# SUDA Coliseum Design Project



Client Interview for Coliseum Design Project with:

- East Oakland Black Cultural Zone
- African American Sports and Entertainment Group
- Council Member Kevin Jenkins



# SUDA Design and Water Quality Testing Field Trip



Students taking water samples at:

- Leona Canyon
- Oakland Coliseum/Oracle Arena
- MLK Shoreline Park

# SUDA Field Trip To Davis Street Transfer Station and Oyster Bay

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# SUDA Field Trip to HumanMade

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# SUDA STUDENT REFLECTIONS



# Reflections: Progress Toward Strategic Goals

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**What has your reflection revealed about progress toward your strategic goals?  
What progress is evident in your school's reflection on Year 1 (2023-24)  
strategic actions?**

## Goal 1:

Training and exposure for teachers and students on A-G and graduation requirements to build capacity and awareness, with the intent of all parties having higher regard and increased urgency in first-time passing of classes.

## Reflection:

- Regular grade checks (every marking period)
- Grade mark analysis in SLCs
- Family conferences each semester
- A-G lessons in advisory from College, Career, and Community team
- Counseling team reschedules students immediately after receiving less than a C
- Postsecondary planning is more natural and expected

# Reflections: Progress Toward Strategic Goals

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**What has your reflection revealed about progress toward your strategic goals?  
What progress is evident in your school's reflection on Year 1 (2023-24) strategic actions?**

## Goal 2:

Building in more credit recovery options, not only through the 8 period schedule, but also with Credit Academic Recovery Team being on site offering more opportunities.

Continue that work and Summer HAcK

## Reflection:

- Central Academic Recovery (CAR) team classes during school day
- CAR hosts Summer HAcK on/near our campus
- Retakes during school day (D or below)
- Independent studies
- Attendance is still a struggle for some students

# Reflections: Progress Toward Strategic Goals

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**What has your reflection revealed about progress toward your strategic goals? What progress is evident in your school's reflection on Year 1 (2023-24) strategic actions?**

## Goal 3:

Increase the enrichment and remediation opportunities through in person tutoring after school, including peer tutoring.  
Continue using online platforms through iReady, iXL, and other digital resources.

## Reflection:

- All teachers host office hours after school weekly as a part of their contract
- Mandatory study halls for targeted subgroups (Black boys, and student athletes)
- FEV tutoring platform for live supports in ELD class and after school
- i-Ready use in Math and Social Studies to support foundational reading
- Students don't take advantage of (peer) tutoring as much as we'd like



# Reflections:

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**Criterion 2: Measures N and H Pathway Improvement Plan (Actions): What new or revised strategic actions will the school and pathways undertake in the coming year to continue to make progress toward three-year goals? How will these actions impact student achievement and experience to improve school-wide goals?**

Continue regular learning walks to ensure high quality instruction that promotes student talk



- Increase period attendance
- Increase student satisfaction factors
- Increase literacy and comprehension

Through our C3 experience map and Work-based learning Plan, increase the amount of career awareness, exploration, and exposure for all grades, specifically the lower grades



- Increase college and career readiness
- Increase on track to graduate
- Increase WBL and C3 engagement
- Increase student engagement

Creation of learning lab for experiential learning in pathways to be used by teachers and partners



- Increase period attendance
- Increase student satisfaction factors
- Increase college and career readiness



# Reflections: Funding Strategic Goals

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**How will Measures N and H funds support strategic actions and progress toward goals?**

## Human Resources

Pathway Coach, CCRS, WBLL,  
Extended Contracts

## Professional Development

Conference travel to increase teacher  
and staff capacity, specifically learning  
involving pathways and academies

## Transportation

Enabling conditions for work-  
based learning, career, and  
pathway field trips

## Materials and Supplies

Enabling conditions for  
project-based learning, CTE  
and meaningful experiences

## Contracts

Support for our student  
stipends, FabLab management,  
Pathway industry alignment

# Questions?

# EVERY STUDENT THRIVES!



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[www.ousd.org](http://www.ousd.org)



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